

FE Week



Lecturer stars in Wembley win

Bournemouth & Poole College sports lecturer Matt Brown (pictured with cup) put in a man-of-the-match performance to help his team lift the FA Vase at Wembley.

The 24-year-old was in goal for Southampton outfit Sholing as they beat fellow semi-professional team West Auckland 1-0 in front of 5,432 spectators on Saturday, May 10.

Mr Brown said: "There were no nerves. It helped that we came to the stadium for a tour the day before the game and soaked it all in."

"Once the first whistle went, we were all zoned in and it was great to play on such a nice pitch."

© Photo: Jake Whiteley

TWITTER ROW PRINCIPAL CALLS OFF CEO MOVE

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A Hampshire principal caught up in a Twitter row in which BBC presenter Jeremy Clarkson was labelled a c*** has called off his move to become a chief executive.

Anthony Bravo was signed up to leave Basingstoke College of Technology (BCoT) for the job at Bradford College Group but, less than a fortnight after apologising on the social media website for retweeting the offensive message, he has now "withdrawn his application".

Mr Bravo, who was due to start at the 25,000-learner Bradford college in September, declined to comment on his retweet, which he followed with a further tweet saying a complaint had been made to Bradford and

BCoT and that "if people don't like it they should unfollow". The tweet was also later deleted, before tweeting his apology (pictured). However, he said his decision to pull out of the move, announced by Bradford College on April 11, was down to "the potential impact on my family".

Bradford College said the retweet had no bearing on Mr Bravo not moving to the new role and his current employers at BCoT said he would be staying on with them, but a social media and FE sector expert has nevertheless called for colleges to adopt Twitter policies to protect their reputations.

Mr Bravo returned from a month long trip



to China to create links between Basingstoke, which has around 11,000 learners, and Chinese colleges at the beginning of the month. He said: "While I was away I had time to reflect on the decision and the potential impact on my family and felt the distance

would be too disruptive. There are lots of exciting projects underway at BCoT, especially new relationships with colleagues in China that I look forward to developing."

A BCoT spokesperson said: "The governors welcome the decision and look forward to supporting Anthony in continuing our growth and quality improvement strategy."

A spokesperson for Bradford College

said: "Having reflected on his domestic circumstances, Anthony Bravo has decided to withdraw his application for the post of group chief executive. We wish Anthony every success for the future."

Social media expert Ruth Sparkes, director of education PR company EMPRA, said: "This is a reminder as to why colleges should have a social media policy, and a strategy that is understood by everyone in the organisation. Reputations can be won and lost in a single tweet."

Bradford College is expected to re-advertise the chief executive role — the fourth time it has done so since the beginning of the year, when current chief executive and president of the Association of Colleges Michelle Sutton said she would be stepping down.

See editor's comment on page 8

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NO LESSONS BEFORE 10AM PAGE 8

WHERE IS CAREERS ADVICE GOING?

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COMMISSIONER CLAIMS FIRST SCALP

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The FE Commissioner has claimed his first scalp with LeSoCo principal Maxine Room standing down at the end of the year.

Ms Room's resignation from the 17,000-learner college in South East London comes after leadership and governance at the college was criticised by commissioner Dr David Collins.

Dr Collins was sent into the college in January after it was rated as inadequate by Ofsted following a visit by inspectors in November.

The college, which resigned from the 157 Group after the result, came in for renewed criticism from the education watchdog last month when inspectors said there was insufficient monitoring of sub-standard teaching.

But on Wednesday (May 14), Ms Room said: "It is with sadness that I announce my retirement from LeSoCo this summer."

She added: "Over the last five years I have had the privilege of working with an absolutely fantastic team.

"The passion, commitment and dedication of the staff at LeSoCo is unrivalled, and the students are simply inspirational.

Both students and tutors are united in their ambition, resilience and inclusivity."

A spokesperson for the college's board of governors confirmed that governors' chair John Landeryou, in place



since 2012, would remain in post and said: "Maxine Room CBE has decided that at the end of this academic year she will retire from her post as principal, although she intends to remain active in the FE sector.

"The governing body is very grateful for the commitment, passion and leadership that Maxine has shown during her time as principal.

"We will now begin the search for Maxine's successor, who we hope to have in place by the beginning of the 2014/2015 academic year."

It had initially looked like the commissioner's criticism of the LeSoCo leadership fell on deaf ears with a college spokesperson saying late last month that no one at the top was standing down.

Skills Minister Matthew Hancock has since said the commissioner's findings will be made public, prompting hopes that public pressure could help to force change at failing colleges.

He told *FE Week*: "I hope publishing the reports of the commissioner will help in two ways. The first is to shed light and transparency on turning around colleges.

"Where colleges aren't performing we've got to make sure that they're open and honest about that and take action on behalf of students because this is all about improving standards for learners.

"But the other thing is that as the commissioner goes around lots of different colleges he and his team are learning lots of things about good practice, as well as things that need to improve."

College bursary roll-overs stopped

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Colleges are to be stopped from rolling unspent 16 to 19 bursary money of more than £500 over into new financial years, the Education Funding Agency (EFA) has announced.

In new guidance on how bursary money should be spent by providers, the EFA has stipulated for the first time that underspends totalling more than £500 must be reported and handed back.

But the EFA is yet to clarify whether the new rule will come into effect this academic year or in September, sparking concerns from sector leaders.

Julian Gravatt, assistant chief executive of the Association of Colleges, said: "It is late in the day to introduce a new rule on carrying forward underspends, given that colleges and schools have been allowed to do this in the past.

"We're clarifying the details and whether EFA will allow exceptional cases."

Stephan Jungnitz, college expert for the Association of School and College Leaders, said: "The EFA's intention that bursary monies are received by students is of course entirely appropriate, but only allowing



£500 roll-over from one year to the next could make life difficult for colleges with large numbers of needy students. Bursary allocations are based on out of date data.

"Colleges need greater flexibility in seeking to address the needs of students from one year to the next."

And Sixth Form Colleges Association chief executive David Igoe (pictured) said: "My impression is that most of our members spend up their bursary allocations and most actually add to it in order to support all the students in need.

FE WEEK NEWS IN BRIEF

Manifesto launch

Good careers guidance, financial support for learners progressing to FE and an end to colleges being run for profit are election issues for the Association of Teachers and Lecturers (ATL).

It has launched its general election manifesto in the run-up to May 2015.

General secretary Dr Mary Bousted said: "The government must stop making schools and colleges behave like rival businesses, with teachers and heads pitched against one another competing for pupils and resources."

No guidance plans

The Department for Education (DfE) has "no plans" to publish guidance for sixth form colleges that want to become academies.

In response to a parliamentary question asked by Luton North Labour MP Kelvin Hopkins, Education Minister Edward Timpson said: "Sixth form colleges are classified as private sector institutions and already benefit from the freedoms that academies enjoy.

"For this reason, the DfE has no plans to publish guidance for sixth form colleges that wish to become 16 to 19 academies."

Funding: explained

The Skills Funding Agency (SFA) is hosting a webinar to explain changes to its Funding Rules 2014 to 2015

The hour long session takes place on Wednesday (May 21) from 10.30am.

"We will be making the contents of the webinar available afterwards on the internet," said an SFA spokesperson.

A document outlining the changes is already available on the SFA website, where details on how to view the webinar are also available.

"I suspect they may be more concerned about the 'beefing' up of the audit requirement... — audit firms will be getting a guidance note to check proper compliance with the rules for allocating and distributing bursary funds. Up until now the audit regime has been quite relaxed but that is all about to change."

The EFA guidance says: "Any underspend below £500 from the 2013 to 2014 academic year can be rolled forward into the 2014 to 2015 academic year and used with the discretionary allocation for the 2014 to 2015 academic year.

"If an institution does have an underspend they should check that they are being proactive enough in identifying the students that are in need, or if they are giving them enough money to cover the needs that they have.

"If institutions have underspends of more than £500 that they will not be able to spend within the academic year, they should report it to EFA."

The EFA declined to comment.

Free school meal pay-outs leave colleges feeling short-changed

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Colleges claim they have been left short-changed after learning how much money they will receive to pay for the government's new universal free school meals programme.

The Education Funding Agency (EFA) wrote to colleges on Monday (May 12) to tell them how much they would receive to pay for meals for disadvantaged learners.

It comes after it was revealed last month that colleges would receive funding equivalent to £2.41 per meal per learner, based on 4.5 days a week and 33 weeks of study a year.

But many providers have complained that the figures they received, which are based on data from previous years, are much lower than what they were expecting, and the relatively low government contribution towards set-up costs has also been criticised by the Association of Colleges (AoC).

The DfE was not able to provide a full list of allocations, but a survey of 79 college leaders conducted by *FE Week* showed that money for set-up costs amounts in most cases to 5 per cent of the total allocation, but capped at £6,000, which means bigger colleges with large allocations will lose out.

The survey also revealed many providers felt they had been short-changed because

the number of entitled learners calculated by the EFA was different to the number worked out by the providers themselves.

East Durham College learner services director Mark Moore said the £138,876 his college had been allocated was enough to pay for around 200 meals, when the college paid bursaries to more than 1,000 learners with low household incomes.

He said: "This is yet another burden placed on colleges to administer. In times when college budgets are being cut we are increasingly managing devolved funding. Free school meals is just another to add to the list, along with 24+ advanced learner loans and the bursary which is managed at learner level, high needs funding, again, managed at learner level with masses of localised bureaucracy.

"Adults additional learning support is also managed at learner level along with 16 to 18 vulnerable bursaries. The government is trimming back on costs in their departments and passing the load to individual colleges whose budgets are not being increased to reflect the additional work required."

Julian Gravatt, assistant chief executive of the AoC, said: "The extra money is good news, but as the guidance was issued in April and the allocations in May, colleges are going to have to move quickly to get arrangements in place by September.

Schools have had twice as much time to



Ofsted first in West Yorkshire

The sixth form college sector has welcomed its first Ofsted grade one college with outstanding in every headline field, writes Ellie Costigan.

New (formerly North East Wakefield) College Pontefract, in West Yorkshire, was praised by the education watchdog for "excellent" attendance rates and time-keeping, high standard of achievement and "positive and

supportive learning culture".

Principal Pauline Hagen said: "I am very proud. Every member of the New College team has worked extremely hard over the last three years and Ofsted have recognised the culture of hard work and success at our college." The 1,850-learner college was rated as good at its previous inspection, in 2008.

prepare for infant free school meals.

"Colleges educate the majority of low-income 16 to 18-year-olds and so they will get the majority of the money available, but the start-up funding doesn't really cover the full cost. Once the arrangements

have settled in, it would be worth looking at whether the management of this could be combined with other 16 to 18 support funding."

The Education Funding Agency declined to comment.

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Former BIS chief in governance warning

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The former head of skills investment at the Department for Business, Innovation and Skills (Bis) has warned that entrepreneurial education in colleges must be underpinned by good governance.

Dr Susan Pember, now education and management adviser to the Association of Colleges, told delegates at the Gazelle Annual Summit on Tuesday (May 13) that moves to make FE institutions more enterprising “need to be built on really sound accountability systems”.

She said: “My message to you is probably what some of you don’t want to hear but I’m going to say it anyway.

“I’ve had the privilege of going into colleges up and down the country and I’ve seen some absolutely brilliant stuff but also seen some stuff where if you tried to be entrepreneurial on top of that your college would come crumbling down.”

The question for colleges wanting to be more entrepreneurial, she said, was “how do you balance risk and compliance?”

“It’s wrong, isn’t it?” she told the audience at assembled at London HQ of BIS.

“When you think of entrepreneurial things, you think of it as being not bureaucratic, not regulatory and not having rules and regulations.

“However, if you’ve got a really sound base... then it’s easy to move up.”



Sue Pember

She pointed to her experience of visiting good and outstanding private providers and colleges.

“They were very clear about their governance structures, and by being clear about your governance structures, you give staff the freedom to innovate,” she said.

Dr Pember’s comments came the same week the Inspiring Governors Alliance, a group dedicated to encouraging high-calibre people to become governors, was launched and followed publication of the Leadership of teaching, learning and assessment by governors report by 157 Groups and Ofsted [see feweek.co.uk for coverage of both].

Skills Minister Matthew Hancock also spoke at the conference.

He told *FE Week* that for him, enterprising



Skills Minister Matthew Hancock

colleges were “innovative, self-confident, have strong leadership and good governors that hold the feet to the fire of principals and holds them to account for what they deliver.”

But, he said, he was unwilling to define what exactly an entrepreneurial college was.

“The great thing about entrepreneurial colleges is there’s so many different ways to define it that I wouldn’t want to restrict that,” he said.

“What I’m trying to do is release the constraints that are put... onto colleges so that they can respond to the needs of their learners and crucially, be held to account for what they achieve.”

See Gazelle summit expert pieces on page 12

Maths and physics data ‘not enough’ to help uptake

A plan to publish annual data on the number of learners studying maths and physics at colleges is “not enough” to improve take-up of the subjects,” the Association of Colleges (AoC) has warned.

Education minister Liz Truss announced on Wednesday (May 14) that data on the number of learners studying A-levels in maths, further maths and physics would be published from June.

She said the data was being published to help identify “science deserts”.

But AoC policy director Joy Mercer said: “Accountability measures are not enough to drive the take-up of a subject — this can only be achieved through good careers advice in primary and secondary schools.

“The government needs to consider whether there will be a good enough supply of maths and physics teachers at A-level, particularly coming into teaching at colleges and sixth form colleges.”

She added: “Almost all sixth form colleges teach A-level maths and physics and 64 per cent of FE colleges teach maths with 53 per cent teaching physics at this level; colleges are definitely not ‘science deserts’.

“There is also a lack of recognition of vocational science at level three, which can also lead to a worthwhile career.”

Providers in dark about job status of learners

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More than half of providers are failing to meet targets for collecting data about the employment status of their learners, figures released by the government have revealed.

The figures in the latest Individualised Learner Record (ILR) have revealed that 50.3 per cent of providers (481) missed an Information Authority (IA) target of 0.6 per cent for the number of learners for which they do not hold employment status information upon enrolment.

The sector as a whole, against the 0.6 per cent target, in fact had 8.2 per cent as “unknown” or “not provided”.

The target was for the halfway mark of the current academic year, but the result could mean that the employment status of tens of thousands of learners is not clear.

However, Steve Hewitt, strategic funding, enrolments and examinations manager at Morley College, said there was no consequence for failing to hit the target.

“The reason some [providers] are missing that target is there’s nothing that happens to us if we don’t provide that information,” he said.

“While they would like 0.6 per cent, the fact is, it’s 8.2 per cent which still isn’t bad for 1m learners.

“For the 50 per cent who are above that target there is no actual comeback.”

Despite the lack of information on learners upon course starts, the Skills Funding Agency (SFA) will, from next year, still be expecting providers to keep track of learners after they have completed courses by providing learner outcome and destination data.

Mr Hancock told *FE Week*: “Of course there’s always measurement issues around data, and I think that they’re important to resolve. But in a sense they are the means to the end.

“The end is holding colleges, schools, sixth from colleges to account for what they achieve for their students.”

In 2012, *FE Week* revealed that 40 per cent of providers sent data about apprentices to the Information Authority with details of employment status missing.

This led to calls by the then Shadow Skills Minister Gordon Marsden for the SFA and National Apprenticeship Service to do more to encourage providers to give a full picture. The SFA declined to comment.

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Baker in ‘no Neets’ plea as youth job hopes take centre stage

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The number of jobless young people is as its lowest level in five years, but at the Youth Employment Convention it was a pressing issue that was still very much on the agenda.

The latest statistics show the number of 16 to 24-year-olds not in employment, education or training (Neet) fell by 48,000 to 868,000 in the first quarter of 2014 but, Lord Kenneth Baker said in his keynote speech, this wasn't far enough.

The target for the UK education system, he said, should be that no one should leave to become unemployed.

"No Neets — that is our target," he said, at the event in London on Tuesday and Wednesday (May 13 and 14)

"We have nearly 900,000 young people unemployed who have undergone 11 years free, state education and they cannot find a job — that is a national disgrace."

He added there was a "skills mismatch"

"There is a huge shortage in our economy for skilled workers — we're going to need nearly a million SET professionals at degree level, 450,000 at levels three and four."

Part of the solution to the problem, he said, was to engage with students about their career choices at a younger age.

He pointed to his University Technical College project, where students are recruited at 14 to start a specialist technical education alongside core subjects such as maths and English.

"We found by 14, youngsters know where their interests lie, and they're quite capable as to making the decision as to which range of studies they wish to pursue," he said.

However, the type of careers advice given to young people is important, according to Jigar Patel, principal at consultancy firm McKinsey and Co, which has carried out research into the transition between education and employment.

"The most effective services are where employers come in and do things like mock interviews, face-to-face discussions and mock assessments centres," he said.

"In places where that existed there was a direct correlation with the number of people that were then unemployed after six months — there was no one."

Mr Patel was joined in the session by chair of the House of Lords European sub-committee internal market, infrastructure and employment, Lady O'Cathain.

"In February 2014 the seasonally adjusted youth unemployment rate across the 28 member states stood at 22.5 per cent, more than double the overall rate of unemployment," she said.

"I personally believe the challenge has been totally underestimated, because the psychological and social implications for young people who are left without any respect and no hope and really quite disastrous."

She argued that the UK should be prepared to learn from other countries.

"No country has the monopoly on good ideas," she said, pointing to youth guarantee schemes where young people are guaranteed a job or further training after four months of unemployment.

"Finland has such a scheme which has been put forward by commentators as the reason for its low unemployment rates."

She also called for young people to be consulted about issues which affect them — an idea taken up in the final event of the convention, a youth delegates panel, where several current and recent learners told Labour MP Rushanara Ali, Lady O'Cathain and Lord German, co-chair of the Liberal Democrat parliamentary committee for work and pensions, what they wanted to see on the political parties' 2015 election manifestos.

Many of them called for improved careers advice at school and beyond, and more work experience.

Panel member Armend Jashari said: "The main problem I had was that I wasn't really employable, some of the things missing were communication skills, teamwork skills, presentation skills that kind of thing."

"One of the main things missing in schools is that practical side of recruitment, that's an issue that needs to be addressed — we need more structured work experience."

Rushanara Ali MP agreed.

"The government's decision to scrap work experience as an entitlement I think was the wrong decision — every young person whatever their background should have an entitlement an offer of work experience so they get a taste of what the world of work is like," she said.

"That's not enough, they need a continuous exposure to the world of work and that require proper support proper careers guidance."

Closing the conference, Dave Simmonds OBE, chief executive of Inclusion, warned that the latest unemployment statistics might not give the full picture.

"Those unemployment figures will continue to tip down over the coming months," he said.

"But the plain fact is, that even before the recession the levels of youth unemployment were too high and in fact going up, so there can be and should be no complacency."



Rushanara Ali

Mystery surrounding Heywood report leads to breakout question

"Whatever happened to the Heywood report?" asked Tony Wilson of Inclusion (pictured), during a breakout session on the youth employment challenges the next government will have to tackle.

Mr Wilson was complaining about the number of defunct employment initiatives started over the last few years — an issue Deputy Prime Minister Nick Clegg



Tony Wilson

tackling, by asking Cabinet Secretary Jeremy Heywood to conduct a review.

However, the report failed to materialise, and an *FE Week* investigation has revealed it may never be published — in fact, it may not exist at all in hard copy form.

When *FE Week* asked for a publication date in February, a spokesperson for Mr Clegg said: "The review was an internal review and was not intended to be published."

Following this, *FE Week* submitted a Freedom of Information request, but was told: "The information... is not held by the Cabinet Office."

When we asked for extra clarification, we were told by a spokesperson: "Nothing has been written down."

She added in a statement: "It's internal policy advice that has been provided to the Deputy Prime Minister and Prime Minister on an ongoing basis."



Lord Baker



Jigar Patel



Lady O'Cathain



Youth Delegates panel, from left: chair Lottie Dexter, Jamal Campbell, Gulwali Passarly, Armend Jashari, Francis Augusto, Aisha Aminu and Ben Prayal

VOICE OF A LEARNER

Ben Prayal, studying for an HND in media production at Barking & Dagenham College, as well as running his own film production and photography business, took part in the Youth Delegates Debate at the Youth Employment Convention on Wednesday, May 12, where the panel discussed: "It's 2015, what would young people want to be promised in the election manifesto?"

Here's what 21-year-old Ben had to say.

"I would certainly be looking for the government to improve careers advice, especially for teenagers. It also needs to be advice which



Ben Prayal

is linked to what's happening in the local, regional and UK job markets. I would also call for more to be done to encourage companies to take on apprentices.

"At 16, straight after school, I spent two years on a full-time carpentry and joinery course and my next step was to find an apprenticeship, but there just weren't any around so I had to start again.

"I was really good at

"I would certainly be looking for the government to improve careers advice, especially for teenagers"

Theatre Studies at school at got the best possible grade, but no one at the time suggested video and film production.

"I came to Barking & Dagenham College really by chance, but it has been a fantastic experience because it has given me a real work experience — I've been able to set up my own business and have had so much help from the tutors. My friends at university on similar courses haven't had anything like the positive experience I have had.

"My other request is for university tuition fees to be reduced or at the very least held at the current rate."

FE WEEK COMMENT

It’s no word game

The brief history of Twitter is already littered with ill-judged postings.

It’s a history that now counts avid tweeter Anthony Bravo among its victims, regardless of why his move to Bradford is off.

He has walked a fine line with tweets from China — while ‘on duty’ as a college principal — that some may see as silly, fun, or even welcome proof of a human face in a usually out-of-reach position of authority.

Meanwhile, others may think they cast too unprofessional a shadow on the college, and even the sector.

But there’s no doubt his public use, albeit retweeted, of such an offensive word was something exceptional.

Mr Bravo is a popular and friendly figure so it’s easy to believe his apology (printed on the front page) was sincere.

If only he hadn’t had to issue it in the first place.

Chris Henwood

chris.henwood@feweek.co.uk

TOP YOUTH EMPLOYMENT CONVENTION TWEETS

@ShoesmithKate

Research by @reedglobal found if show honesty in job application, 3x more likely 2 get job. This info underpins Reed/NCFE approach #YEC2014

@daveyw73

Fragmented responsibility for school to work transitions =no responsibility @ImpetusPEF @Nomad_on_line @InclusionCESI #YEC2014

@K_Rudiger

Qualifications have become a surrogate for skills, they are not, talent is much broader- Mike Thompson @BarclaysOnline #YEC2014 @CIPDL2W

@triches

The Schools Dilemma -Skills that are easiest to teach & test are easiest to automate & outsource #YEC2014 http://buff.ly/1v34wx6 #openbadges

@InclusionCESI

Essentially it's about young people's ability to dream" #yec2014



Learner lie-ins as college trials 10am starts

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Fancy a 10am start at work? Most would, and that’s what learners at North East Surrey College of Technology (Nescot) will be enjoying as it bows to “students’ circadian rhythms”.

Bosses at the 5,900-learner Epsom college are scrapping 9am starts from September in a trial that comes in response to research by the National Sleep Foundation and the University of Minnesota, which claims exam results improve if learners start later in the day.

A college spokesperson told *FE Week*: “The change will fit the timetable better to the students’ circadian rhythms, enable some students, [like] those who live close enough and use public transport, to take advantage of off-peak travel prices, allow students to have catch-up, high-grades and employability workshops and help staff continue to improve communication, staff development and teaching and learning.”

It is understood that the end of the college day will not be extended to cater for the later start, prompting concerns that break time is to be sacrificed instead.

The move follows that of Hampton Court House private school, in East Molesey, Surrey, which has moved to 1.30pm starts because teenagers have “a biological disposition to going to bed late and struggling to get up early”.

It also comes after Skills Minister Matthew Hancock spoke about the importance of punctuality after he was criticised for missing a radio interview last year after he allegedly overslept.

However, sources at Nescot, which was rated as good by Ofsted at its last inspection in 2010, have questioned the official rationale behind the later starts, with a worker who wanted to remain anonymous telling *FE Week*: “It’s not overly popular with the staff, particularly as it’s a vocational college and there’s the idea of being self-motivated.

“We have construction courses where learners have to be on site at 7am. We just don’t think it’s going to work.

“We have a lot of issues with lateness already, and the Oyster card doesn’t become cheaper until 9.30am. A lot of our learners live more than half an hour away but will wait for the fare to be cheaper. I think it’s daft.”

But the spokesperson for the college, which has a current Skills Funding Agency allocation of £5.98m, said: “Research articles were discussed at the Senior Management Team

meeting and initiated the discussion with existing students and staff, resulting in the conclusion that this would be a beneficial way forward.”

She would not comment on staff reaction, but defended the college’s record on punctuality, and said a 10am start was not contrary to the idea of preparing learners for working life.

She said: “We have no more issues with punctuality and attendance than any other college in the sector. However, we are trialling a number of new initiatives to continue improving punctuality, and we hope the later starts will continue to improve this.

“All the staff at Nescot work extremely hard to prepare students for the world of work. This ranges from our work with the REED NCFE Centre, which helps students find and prepare for full and part-time work and apprenticeship opportunities to the work experience students on many courses do as part of their studies.

“We do not feel starting one hour later will in any way jeopardise all our hard work and success in this area. We are also conscious that not all businesses start at 9am — more and more businesses have working patterns such as flexible working, shifts and working from home.”

COMMENTS

Dame Ruth in fine fettle for leadership role return

Does this not needlessly add yet another layer of complexity when we are looking for clarity?

Surely this £5.5m should fall under the E'TF Leadership Management and Governance initiative?

They are already doing some productive work through the Leadership Conversation.

A think-tank should only exist if it informs tangible and meaningful action within the sector.

Tim Evans

Success rates change makes system ‘overly complex’

The article doesn’t emphasise the fact that there are two changes going on here.

For 16 to 19 success rates are disappearing completely and being replaced by five measures, and then there is also a change to how current data is cut by the SFA.

The cutting of the data by type isn’t the real issue.

The issue is the different way data is viewed by the different departments and two systems that mean you don’t get a clear view of performance of a whole

institution.

Love them or hate them – it does look as though the government does not trust Ofsted’s view – at least they try and contextualise what is happening in the system.

Data Mad

Who will certificate Bright?

But what about the learners who paid and were never registered?

Who will exercise a duty of care to them?

Daniel

Bright storm continues as Highfield hits back

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An awarding organisation has hit back at claims by Bright Assessing chief executive Krissy Charles-Jones about its qualifications.

She had told *FE Week* that the troubled Warwickshire-based provider was “never approved or used” by Highfield Awarding Body for Compliance (HABC).

But the awarding body has disputed Ms Charles Jones’s statement.

Terry Bloor, HABC quality assurance manager, told *FE Week*: “Bright was approved as an HABC-approved centre on September 16, 2013, after completing our centre application process and paying the required approval fee [£336].”

He added the company was sent “a centre certificate confirming that Bright had been allocated centre number 13255”.

Mr Bloor said the provider still claimed it was accredited by ‘Highfield’ on its website — five months after HABC suspended ties with Bright without approving any qualifications for its learners [it had not removed the claim as *FE Week* went to press].

But Ms Charles-Jones said she was “sticking by” her original statement.

She said: “Bright have not received any confirmation from Highfields that we are an approved centre, we have no centre



Terry Bloor

Mr Bloor told FE Week

“Following its approval, Bright put numerous references to being approved by us on its website, including the HABC logo.

“We have asked Ms Charles-Jones to remove the ‘Highfield’ reference [on Bright’s website], but have not been provided with a response.

“Following Bright’s approval and prior to its suspension, HABC held ‘centre visits’ at Bright’s head office in Alcester on two separate occasions.

“On no occasion in our meetings or in the numerous correspondences

between HABC and Bright (including Ms Charles-Jones) has Bright questioned whether they were indeed an approved centre, including correspondence confirming approved centre status had been suspended in December 2013.

“Neither have they questioned the whereabouts of an approval certificate or approval number.

“Bright’s centre status has now been permanently removed by HABC. We will under no circumstances work with Bright or Ms Charles-Jones in the future.”



Krissy Charles Jones

number. We never received a centre approval certificate.”

NCFE (formerly the Northern Council for Further Education) stopped certificating Bright courses in February following its investigation into alleged malpractice. The findings have not been made public, but Bright disputed “the findings and the sanction” and appealed. NCFE has now confirmed it has de-certificated at least one former learner, who took a level three assessing vocational achievement qualification with Bright.

A Skills Funding Agency (SFA) spokesperson indicated several former learners could face losing their qualifications.

She said: “For learners that the agency has funded, the lead providers have been working

with NCFE to resubmit their portfolios and arrange for qualifications to be awarded. Privately funded learners are encouraged to contact NCFE.”

She declined to comment on whether the SFA would fund retraining for former learners who had passed publicly-funded Bright courses yet faced losing qualifications.

OCR and Ascentis confirmed last week they had cut ties with Bright — a move which, it is thought, left the provider without an awarding organisation.

OCR declined to comment on whether it would revoke certification from former Bright learners. Ascentis had “no concerns” about validity of its certificates.

Ms Charles-Jones said she planned to

complain to Ofqual about NCFE, claiming the awarding organisation was to blame for former learners’ qualifications being revoked as it had not carried out sufficient “external moderation” of Bright courses.

She said: “Learners should not be concerned if they have contacted NCFE and have been told they are not registered, this is because they are about to become registered as we are data cleansing and collating our final lists.”

Ofqual said it was “being kept up-to-date” on the NCFE appeals process and enquiries should be made to its helpline on 0300 3033346.

Learners should email vocational. qualifications@ocr.org.uk, qualityassurance@ascentis.co.uk, or service@ncfe.org.uk for advice.

City&Guilds

Release Clouds

INTRODUCING

RELEASE CLOUDS

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BUILDING ON THE ‘POWER OF TRAINING’

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Graham Hasting-Evans’s career has revolved around building.

“I wanted to do something practical, to build things,” he says.

“And then from building things, I started to build organisations and build people’s skills.”

It’s a career that has taken him from a small Welsh farm, to Libya, Thailand, the London 2012 Olympics and to his current role as chief executive of awarding organisation NOCN.

The turning point, from building things to building up people, he says, was while he was working at Bristol City Council.

“I will always remember this one chap was brought in to be sacked because he and his whole team — there were four of them — were useless,” says Hasting-Evans.

“So they came in and I sat them down and it turned out that of the four of them, three couldn’t read or write — including the supervisor — and they had never been trained.

“So I got the three that couldn’t read or write into literacy studies at the local college and there was a bit of reluctance, but they did go.

“And about three months down the line, they were one of the better workforce groups, and they were quite productive.

“It taught me that if you can invest in people in the right

“If you can invest in people in the right way you are giving them something worthwhile”

way, you are giving them something worthwhile, and the employer is getting something worthwhile rather than sacking them and starting again.

“It just taught me the power of training — don’t give up on people, give them a chance and that was it, I just got more and more into it.”

Hasting-Evans, now aged 62, had always wanted to be an engineer and he learned his desire to move forward and meet deadlines from his parents, farmers Nora and John.

“My family were farmers and soldiers, and builders, so growing up there was always a sense of ‘that’s got to be done, it’s that time of year, this must be done’,” says the dad-of-two.

“And when I went to university in Cardiff, my engineering courses was like that — things have got to be done, make a decision now and get on with it, so I just got used to that way of thinking.”

Hasting-Evans jumped at the chance to do a degree with a year in the industry, spending six months at an engineering company in Cardiff and six months in Denmark, building a new town which, he says, “was fantastic — that experience was really enriching and opened your mind up”.

It was at university that Hasting-Evans met his future wife, Maggie.

He graduated and was offered a job at the company he had worked for during his course and the following year he and Maggie bought a house and got married.

However, the company had other plans.

“We hadn’t actually lived in the house at this stage, we’d gone on honeymoon, came back on the Monday morning to be told ‘You’re going to Halifax for a year — sell your house, off you go’,” he says.

“So we went to Halifax, then we went to Preston, then we went to Libya.

“I suppose I worked in an industry where people moved around, and moving around the world, I felt, was a great experience.

“Not everyone does — a lot of people were frightened of it... but I love those sorts of things.”

The couple moved to Libya in 1976, during the war between Libya and Egypt.

“That wasn’t necessarily the most pleasant of experiences, but we were safe,” he says.

“We were in Benghazi, probably not that far from the front, but it only lasted about two weeks and petered out.”

He adds: “It was obviously very tense, and there were rumours, people saying ‘they’re going to bomb Benghazi tonight’ and of course it didn’t happen.

“The Libyan people were fabulous, a really welcoming, nice people.

It’s a personal thing

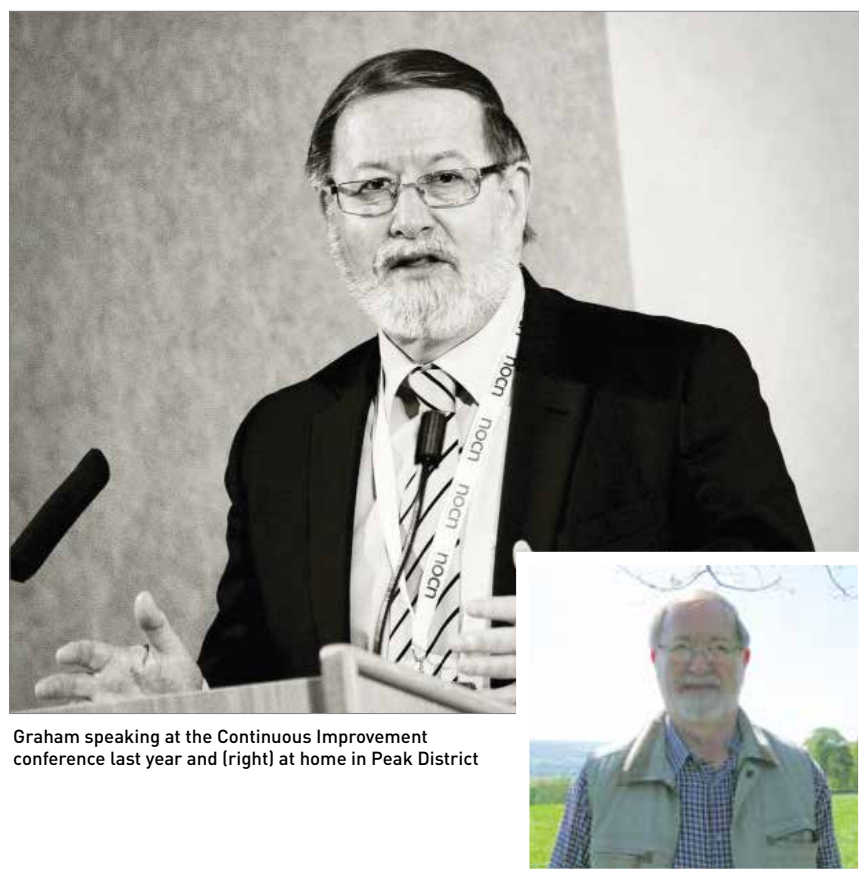
What’s your favourite book?
I recently enjoyed The White Queen. It was historical, which I like, but it was all political intrigue and family and fighting. Before that probably Catch 22, which had the same mixture of intrigue

What do you do to switch off from work?
I walk a lot. I live in the Peak District National Park so I go walking in the national park, rambling and scrambling up hillsides and things like that. It helps me to switch off. I’ve also got two Cavalier King Charles spaniels dogs, Betty and Alice

If you could invite anyone to a dinner party, living or dead, who would it be?
Alexander the Great and Barack Obama

What did you want to be when you grew up?
An engineer

What’s your pet hate?
Taking too long to do things. I like to do things quickly, which probably comes from my time in construction. I know people say builders take forever, but in major civil engineering contracting, things have to be done



Graham speaking at the Continuous Improvement conference last year and (right) at home in Peak District



Graham (right) on site in Benghazi, Libya, in the late 1970s

years old, the family returned to England, and Hasting-Evans began to move towards “building organisations, and building people”.

In 2006, Hasting-Evans was brought onto the Olympic project as head of strategy, and in 2007 moved over to develop the employment and skills strategy for the London 2012 Olympics.

He laughs when I compare him to Hugh Bonneville’s character in the BBC sitcom 2012 about a fictional Olympics delivery team.

“It’s a bit like Yes, Minister, and like anything else there are strains of truth in it but it’s the exaggeration which makes it fascinating TV, and makes everyone laugh and enjoy it,” he says.

“But what struck all of us that worked on it — a really tough, professional team — was the feeling that this is going to get done, we are going to make whatever decisions we need to, whenever we need to make them.”

The £9bn contract involved employing around 100,000 people over the five year run-

up to the games and the games themselves.

“We had joined up all the dots, so from Jobcentre Plus to being sifted out to whether you could go through the training, if you pass the training then on to a job,” he says.

“Some had been unemployed and written off, some with three generations of unemployment — but we got them into work, we gave people mentors.

“On that scale, you can do something, you can create a programme over a period, and actually use it to help skills development within the industry — and I enjoyed doing that, it was really fulfilling.”

He adds: “I remember getting told a few years ago, when I was told I was moving to Bristol not to think of it as a challenge — it’s an opportunity.”

Now at NOCN, Hasting-Evans can see plenty of opportunities for the organisation in the sector and finally has no plans to move on.

“I’ve enjoyed my time at NOCN — we’ve got a great board and great teams, so I am enjoying doing that very much indeed,” he says.



GAZELLE SUMMIT EXPERTS

SIGNE SUTHERLAND
Principal, North Hertfordshire College

Facing up to the corporate challenge in the classroom and the boardroom

The challenge facing young people is the same as the one facing college principals — develop your skills and your offer if you want to survive, explains Signe Sutherland.

The entrepreneurial mindset has become a necessity for the next generation workforce, faced with an unprecedentedly challenging and volatile employment market.

It is no different for college leaders, who must lead this change from the front, setting the right example and creating new income sources.

That is the challenge we have sought to address at North Hertfordshire College, having decided three years ago to invest in a long term transformation with the aim of becoming a leading and recognisable entrepreneurial college.

It has meant fundamental changes to pedagogy: the need to provide our students with a more commercial and applied learning experience has been at the core of a curriculum change programme that has now been underway for two years.

We are creating new learning environments that allow students to develop an understanding of commercial realities alongside development of skills and progress towards qualifications.

Although in their infancy, we are already seeing how this model can prepare learners to succeed either within an existing business or by creating their own employment.

Our challenge now is to continue to develop with the scale and efficiency more typically associated with the corporate world.

At North Hertfordshire College, we cannot afford to make the level of investment in technology-supported delivery that is needed, if we simply try to secure that innovation from within our college budget.

Instead, by clustering together with a group of like-minded colleges in Gazelle, we can explore bigger solutions and begin to test our ability to make the sort of large investments that will be needed to deliver affordable learning to increasing numbers of employers, employees and students in our communities.

There is of course a financial as well as a curriculum imperative in the redesign and the re-engineering of our curriculum delivery processes.

Put simply, we don't think the funding exists, in either the short or longer term, to deliver vocational programmes in the manner and style that we have delivered in the past.

The notion of a wholly tutor-supported vocational learning environment, timetabled for convenience in a constrained organisational structure is no longer acceptable either to students or staff.

The good news is that we can deliver better learning experiences by having the courage to embrace self-organised learning, and develop commercial learning opportunities, embedding students within college or local businesses.

Teaching must be paid for, but learning can occur in a wide variety of settings that do not always need to incur the cost of the teaching process.

Students can access the college resources and learning environments 24/7 and we need to enable them to do so.

Across our group, and indeed across the wider sector, we are seeing real innovations in the imaginative planning and creation of opportunities for students to engage in college across the whole day while accessing tutoring for a reducing part of their programme.

Our challenge now is to continue to develop with the scale and efficiency more typically associated with the corporate world

Our ambition is to embed science, technology, engineering and maths (Stem) in our vocational curriculum and indeed to use Stem centres as experimental areas for learners where they can experience both self-organised learning and sustain project developments that meet with a different financial and learning vision than had hitherto been possible.

We need more initiatives and innovations and we are likely to achieve those by working collaboratively and by sharing the best practice that undoubtedly exists within almost all of our colleges across the UK.

North Hertfordshire College has put innovation and entrepreneurship at the very core of its investment and its mission to sustain a vibrant and successful college over the next five years.

With traditional funding and revenue sources set only to diminish in the years ahead, for colleges the only way is surely innovation.



SHARRON ROBBIE
Head of corporate relations, employability and enterprise, City College Plymouth

Taking a new, entrepreneurial view of employers

The role of FE colleges is changing, explains Sharron Robbie. Viewing businesses as customers, stakeholders and strategic partners is key, she says.

Recently, we've seen a real change in the way FE colleges connect and engage with employers.

There has been a major shift from the traditional, transactional attitude to a more strategic, partnership-focused approach. This change has been borne out of a number of key drivers.

The economic downturn is an obvious place to start. Employers require training that's relevant, responsive and affordable rather than a 'one-size-fits-all' offer focused on NVQs and apprenticeships.

Industry needs to be leaner and sharper, with a workforce that's multi-skilled, adds value and delivers efficiency savings.

In response, colleges have to place employer engagement at the very heart of what we do.

To keep abreast of changing industry demands colleges have had to evolve, developing stronger communication strategies, building robust and sustainable partnerships that provide mutual benefits to both parties, and ensuring that we are perceived as well-established and credible by our local economic community.

Add to this the constant changes in government funding, in particular recent cuts to the adult skills budget and changes to the funding of apprenticeships.

Colleges have to be far more creative and entrepreneurial in our approach to identifying new income streams in order to realise income targets.

The FE sector needs to be more entrepreneurial, not only in what it delivers to students, but also in how it 'does business'. Employers demand work-ready students. Enterprise and entrepreneurial activity are integral to ensuring students leave with the depth of technical knowledge and also the breadth of employability skills required by employers.

The positive impact FE has on the economic community cannot be underestimated — whether it's our alignment of the curriculum to local key priority employment sectors to develop a labour market skilled in the competencies required for growth and competitiveness, or the support for business start-ups through incubation activity to promote wealth and

job creation. Yet to continue to have this impact FE colleges need to think big and develop multi-purpose relationships with employers.

Employers should be seen as customers — purchasing skills training, not necessarily accredited. They should also be seen as stakeholders — participating in college governance, curriculum development and skills development to benefit the wider community. Finally, employers are also strategic partners — collaborating on new developments, infrastructure and joint ventures.

By developing this three-pronged relationship between FE and employers we can drive the local, national and global community forward, and still remain student-focussed.

At City College Plymouth we believe in the need to fundamentally transform our educational offer for a changing world of work, one driven by new businesses, new technologies and a global economy. This impacts what we deliver and how we deliver, and we have defined this in collaboration with employers.

We have developed and implemented a robust employer engagement strategy over the past five years, and this is yielding positive and mutually beneficial results. We have not achieved this overnight. It has taken time and money to establish and manage the excellent relationships the college now has with industry. However, this investment is paying real dividends.

Our students and staff have access to a range of industry-focused activity enhancing the learning experience and supporting continual professional development. Our curriculum is designed and developed by industry. Our employer endorsement scheme ensures there is constant dialogue with the business community. We are seen by business and the wider communities as a valued strategic partner.

At City College Plymouth we have built a strong reputation with employers, ensuring our provision is employer-led and focused on growth areas identified as vital to the economic regeneration and success of our city and beyond. FE must embrace the opportunity to develop long term relationships with employers, providing as they do, strong partnership working, sustainable collaborations and community cohesion, helping to stimulate wealth and job creation.



MARK CORNEY
Independent policy consultant

Taking account of the government's apprenticeship credit proposal

While PAYE has figured heavily in coverage of the government's apprenticeship funding proposals, the other option of an apprenticeship credit account has enjoyed less focus. Mark Corney looks at the latter option.

An interesting juncture has been reached on apprenticeship funding reform now the technical consultation has closed.

Employers are urging the Coalition to 'get the mechanism right' if it decides to route public grant funding for post-16 apprenticeships to each employer.

This is exactly the message to send to ministers and officials at this stage in the policy-making process, but a stronger proposal is needed.

Presumably the Coalition will finally announce its choice between the PAYE and the apprenticeship credit models in the Autumn Statement, due in early December.

But employers and their representative

bodies should be calling on the government to publish a 'technical specification' consultation on the PAYE and apprenticeship credit models before parliamentary recess on July 22 with a closing date three months later.

The case is simple.

Employers and other stakeholders have had more than twelve months to become acquainted with the PAYE model and through the technical consultation appreciate the problems facing employers who require a reimbursement from Her Majesty's Revenue and Customs (HMRC) if the grant funding for apprenticeships exceeds their monthly PAYE/NI payment.

The reimbursement systems looks good on paper but there is scepticism about whether HMRC and the Treasury can make it work.

The fact is the Coalition issued an unfair and unbalanced 'technical funding consultation'.

Unfair because more time has been



LYNNE SEDGMORE
Executive director, 157 Group

A new conversation between colleges and employers — next steps

It's time for colleges to "acknowledge publicly that their primary purpose is their contribution to the economy," believes Lynne Sedgmore.

Skills Minister Matthew Hancock officially launched our paper, A New Conversation, written together with our partners at the UK Commission for Employment and Skills and the Gazelle Group, on Tuesday, May 13.

This timely paper, and initially published on Tuesday, April 29, sets out key challenges for 'raising the game' of college-employer relations.

We propose that to fulfil the massive potential colleges have for contributing to growth in the UK, these relationships must become far more strategic than transactional.

Our report reflects the array of excellent practice already out there — many colleges have excellent partnerships with high-profile

employers which already go beyond the commissioning and supplying of individual training programmes and are having genuine impact on the economy in their own localities.

But these examples have not been harnessed into something we might recognise as a truly national approach until now, and we intend the report will contribute to doing just that.

What is clear from Ministers, and our own research, is that we cannot wait for the government to fund and shape the future for us.

Mr Hancock says repeatedly that he wants colleges to break free from the constraints of funding rules and to establish their own place as social enterprises and drivers of economic growth.

The prize is a big one — recognition by employers, and others, of what we in sector

available to assess the PAYE model than the apprenticeship aredit model, and unbalanced because there was insufficient explanation of how the Apprenticeship Credit model would work operationally.

Indeed, the key dimension of the apprenticeship credit model was only surfacing late in the consultation. The Coalition has asked for views on an apprenticeship credit 'account' model, with the key word being neither apprenticeship nor credit but account.

Each employer would have an account into which they pay their contribution in cash, which then triggers the government contribution.

From the employer perspective, if a cash contribution led to being overdrawn on their general account they could face bank charges.

Employers will want to know that they can retrieve their cash instantaneously if the apprentice fails to turn up after registration or leaves before completing because they find a job elsewhere, becomes injured or ill, or dies.

To limit their financial exposure employers will also want to release their cash contribution by instalments. After all, the government is expecting to release its contribution in relation to 80 per cent on programme and 20 per cent on achievement.

Indeed, the response to the proposition that employers need to 'put some skin in the game' could be 'we will when you do'.

Critically, the government contribution will be a 'credit' released at the point of purchase, hence the title 'apprenticeship credit' model. There is no way the Treasury is going to put cash into the account for any length of time which might not be used for apprenticeship training.

Each employer will have a single apprenticeship account. Yet, employers with more than one apprentice will need a separate budget line for each because their own cash contribution will vary according to the sector standard — engineering is more expensive than business administration, and age of the apprentice. The cash balance on the account will be almost meaningless for employers with two or more apprentices.

Finally, there is the question of the agency that will manage the apprenticeship account system. An employer with more than one apprentice in two different sectors will only want to deal with one account managing agency. The Student Loans Company, HMRC or a single sector body or local enterprise partnership could fulfil this national agency role.

And yet, all these issues have a familiar ring to them. They applied to Individual Learning Accounts. Then the goal was to route public grant funding through to each individual via an account. Today, the goal is to route public grant funding through to each employer via an account. This has not been attempted before in post-16 education and skills policy.

already know is true — that colleges are a vital part of both economic prosperity and personal wellbeing for a great many people.

Now is the time to demonstrate that we are willing, and well-equipped, to lead more strategic and effective employer engagement. We make no apology for presenting challenging questions and messages for both colleges and employers.

We make no apology for presenting challenging questions and messages for both colleges and employers

The time has come, we believe, for colleges to acknowledge publicly that their primary purpose is their contribution to the economy. This may require, for some, a re-examination of who we believe we are accountable to, a deeper understanding of local economic drivers and a soul-searching re-appraisal of the qualities needed by our leaders and our teachers. This does not need to negate the crucial social role we play in our

communities.

As the report by the Commission on Adult Vocational Teaching and Learning made plain, we need a 'two-way street', and our paper challenges employers to step up to the plate also.

They must not ignore their local college, and they must develop an understanding of the future workforce pipeline that will enable them to continue to grow by engaging with college leaders. If we believe Confederation of British Industry director-general John Cridland's words at the recent national Gazelle conference, employers have never been more ready to do this. We know that they, too, must 'put their money and commitment where their mouth is'.

So — what next? This cannot be a report which sits on shelves and gathers dust.

The future prosperity of our skills system is too critical for that. The Education and Training Foundation will build on our action points in designing their future programme, and colleges must create chances, both locally and nationally, for strategic relationships to grow and flourish.

We hope also that there will be a much more concerted approach to showcasing the excellent examples already in existence.

The 157 Group, in partnership, will continue to do all it can to help colleges to 'up their game' and be recognised for the important engines of economic growth that they truly are.

CAMPUS ROUND-UP

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First exhibition for 69-year-old fine art student who bakes works in oven

FEATURED
CAMPUS
ROUND-UP

Artwork baked in the oven and electric sander-scoured paintings are the kind of offerings you might expect of Young British Artists Damien Hirst or Tracey Emin, but college HND student Stephanie Sanders is turning heads with such pieces at the age of 69, writes Paul Offord.

After a working life spent in retail, Stephanie Sanders decided to follow her passion for fine art in retirement — and at the age of 69 she has just taken part in her first exhibition.

She achieved a distinction in an art foundation diploma at Birmingham Metropolitan College Art & Design two years ago and stayed on to do a fine art higher national diploma (HND).

And her distinctive approach, that includes baking works of art in the oven and even using an electric sander on paintings, has paid dividends with three of her pieces having been displayed, along with those of other fine art students, at an exhibition at Ruskin Glass Centre, in Stourbridge.

“The good thing about being older is that you don’t mind being a bit different about things. I like experimenting,” she told *FE Week*.

Stephanie added: “I had always been interested in art in the past, but never completed any formal training.

“It’s good to have a group of like-minded

students around you and a tutor giving good advice.

“There aren’t any other students my age on the course [they range from 20 to 53 years old]. But I have made some really good friends. We all support each other.”

Linda Drury, course leader in fine art, said: “I think it is fantastic that Linda came back to education later in life. She is talented and prolific and I am sure she will succeed at putting on her own exhibitions after leaving college.”

Stephanie, a mother-of-two from Stourbridge, decided the time had finally come to develop a lifelong passion for art four years ago.

She enrolled on a level four art foundation diploma at the Birmingham Metropolitan College Art & Design. She achieved a distinction two years later.

Stephanie progressed to a level five higher national diploma (HND) in fine art, which she is due complete in June.

One of her current projects involves painting layers of red, blue and yellow acrylic paint on top of each other, on a variety of different surfaces.

“I started off with bits of card but then moved on to A1-sized sheets of birch-faced ply wood,” she said.

“I used an electric sander on the layers of paint to see how the colours mixed together and kept the dust because that made another



Above: Stephanie Sanders with some pictures she exhibited at Ruskin Glass Centre. Right: The electric sander used by Stephanie to scour her pictures

mix of colours that I can use.

“Sometimes I have been known to put things in the oven and cook them to see what happens. I recently put some wood I had painted with layers of colours. I wanted to see what would happen when the paint heated up and blistered.

“I’m really interested in different textures and have also used layers of wax and stones, bits of copper, personal items like an earring, which I mixed with bits of glass, plaster and cornflower.”



Left: A work of art created by Stephanie for her art foundation diploma containing cornflower, bits of copper and an earring

& MOVERS SHAKERS

Your weekly guide to who’s new and who’s leaving

The new Skills Funding Agency director of apprenticeships and delivery service has taken up her post.

Former McDonalds UK education boss Sue Husband started in her new role on Tuesday (May 12), with *FE Week* having exclusively revealed the move three months ago.

Her agency duties include providing expert advice and support to Local Enterprise Partnerships, and other local partners, on the funding and skills elements of local growth plans; and encouraging colleges and providers to deliver more good quality apprenticeships and traineeships, and intervening in cases of failure or high risk.

She will also aim to help the delivery of high quality national careers and apprenticeship vacancy

services.

She said: “I am thrilled to be joining the organisation and I’m looking forward to meeting the team and getting to work.

“I want to support the ambitious reform agenda and work with the sector to continue to raise the profile of apprenticeships and traineeships while also promoting the benefits of these training opportunities and the success it can bring to individuals.”

Ms Husband was in charge of training at McDonald’s when its apprenticeship scheme received a grade two rating from Ofsted, in November 2010, following the company’s only inspection to date.

Barbara Spicer, interim chief executive of the agency said: “I am absolutely delighted to be able to welcome Sue. Her wealth of private



Sue Husband

sector knowledge and experience will be a valuable asset to us, ensuring that quality and reform is driven forward in the sector.”

Meanwhile, Lincoln College Group has appointed a new chief executive. Gary Headland will take over from current principal and chief executive John Allen, who will retire in July after 14 years in the post. It is understood the principal’s post will be reviewed by Mr Headland.

Mr Allen said: “I’ve enjoyed many happy years at the college and have been lucky enough to oversee some major developments. I would like to thank the college staff and students for their support and hard work over the last 14 years and wish Gary every



Gary Headland



John Allen

success in his future role.”

Mr Headland said: “I will build upon the excellent work that has already been started and combine my deep public service experience and motivation with the strong commercial acumen that I have gained during my time in the private sector to deliver innovative and highly collaborative ways of providing top-quality education and training.”

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk



THE SUNDAY TIMES

festival OF EDUCATION

WELLINGTON COLLEGE

June 20-21, 2014



Association of Colleges

Promoting. Representing. Supporting.

The world of further education will be celebrated at the **Sunday Times Festival of Education** this summer with a dedicated strand organised by the Association of Colleges.

It will highlight the exemplary work of further education colleges and examine how they help young people learn vocational skills and gain qualifications that businesses need.

With innovation and entrepreneurialism at its core hear how the FE sector is leading the way in guiding and

developing students in a complex world.

The prestigious line-up of high-profile speakers includes: **Baroness Estelle Morris of Yardley, Former Secretary of State for Education and Skills, Alison Wolf, Sir Roy Griffiths Professor of Public Sector Management, Karen O'Donoghue, President, Career Development Institute and Daniella Distazio a Business Apprentice at MBDA UK.**

To book go to: festivalofeducation.com/tickets



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OCR is ahead of the game. As a Cambridge Assessment exam board, part of the University of Cambridge, our vocational range of qualifications are developed with employers and educators. They are proven to support people's education, raising their confidence and aspirations.

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DEPUTY PRINCIPAL: CURRICULUM, PERFORMANCE AND INNOVATION (£70K + BENEFITS)

BCoT has achieved so much...help us do more!

The context. Under exceptional leadership, BCoT has an unambiguous commitment to excellence and is on its way to being outstanding. Current data exceed targets and place BCoT in the top performance categories for colleges, across the board.

The role. BCoT's strategic development continues and the role of the Deputy Principal will be to ensure further enhancement of quality and sustain curriculum innovation. The Deputy Principal will provide focussed leadership across all curriculum provision, ensuring college-wide engagement and consistency. Our expectation is always excellence.

The person. You will be in a leading and highly visible curriculum role in a college or similar environment and will have demonstrated successful engagement with curriculum improvement, including both FE and HE, as well as innovation in learning and teaching.

You will have experience of motivating and leading staff to deliver at consistently high levels of quality, will be influential amongst peers, and have credibility and presence in external contexts.

How to apply. You can access a candidate pack at www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx

Candidates looking for an informal conversation can arrange this by contacting Stella Holmes on 01256 306369.

Closing date is noon on 11 June.
Final Interviews are scheduled for 2 and 3 July

BCoT is committed to safeguarding and promoting the welfare of all its learners. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS.

BCoT is an equal opportunities employer and we welcome enquiries from everyone and value diversity in our workforce.

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promoting adult learning

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Join the team campaigning for the personal, social and economic benefits from lifelong learning

DEPUTY CHIEF EXECUTIVE

(Designated research and development lead)

To £90,000 Leicester based, but fully flexible

"Fighting and campaigning for the rights of adults to have learning opportunities throughout their lives – it's that simple." David Hughes, CEO, niace

We are...

...the National Institute of Adult Continuing Education (NIACE), the national voice for lifelong learning. A well known, nationally respected development organisation and think-tank, leading on issues central to the economic renewal of the UK. We want all adults to have opportunities throughout their lives to participate in and benefit from learning.

We work...

...with a wide range of people and organisations to improve knowledge and understanding of adult learning in order to support and encourage better practice, policy and promotion. Our work is local, national and pan-European, across all types of learning including literacy and numeracy, digital, further/higher education, apprenticeships, workplace, community learning, leisure and citizenship.

More than anything...

...this role will ensure that our development work and research is of optimum quality, makes an impact, and creates change with decision-makers, practitioners, employers, academics, Government and across civil society.

Specifically...

...you will look outwards to engage with Government departments and agencies, partner organisations, employers, practitioners, learners, our members, funders and supporters to lead our national R&D activity.

"We want every adult to have lifelong opportunities to learn." Come and help us deliver on that goal.

Find out more by first downloading the briefing pack on the role from www.davidsonpartners.com/ACE1022 where you can also watch an introductory video clip from David Hughes. Subsequently, for an informal and confidential discussion, contact our advisors Hamish Davidson or Colin Horwath on 020 7183 0363 quoting ref ACE1022, or by email at: hamish.davidson@davidsonpartners.com (M: 07932 698807), colin.horwath@davidsonpartners.com (M: 07766 104662).

Closing date for applications is Friday 06 June 2014.

National Employer Engagement Manager

(Field Based)

ncc skills

£40,000 · plus bonus · plus car

We are one of the UK's largest and most reputable Training Providers. Specialising in Basic Skills, we support adults with their English and maths needs.

Due to growth, we are currently looking for an experienced Employer Engagement Manager from within the Further Education Sector.

We are currently working in partnership with SMEs and national clients throughout the UK.

The Employer Engagement Manager will be focused on identifying opportunities with employers to support their workforce with their Basic Skills needs. The role will be to implement a national employer engagement strategy that will lead to exceeding set targets of learner numbers.

Please send covering letter and CV to

JBW@nccskills.co.uk



NEXT STOP:
OUTSTANDING



DEPUTY
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Sussex
Coast
College
Hastings

Curriculum and Quality

c. £90,000 + Benefits

When Ofsted rated us Inadequate in November 2011 we didn't consider it a criticism, we considered it a challenge. We recruited our new Principal and Deputy Principal who really set the pace and in 26 months we've travelled from Inadequate to Good with Outstanding features. We've already been on an incredible journey and today our success rates are in the top 20% of colleges nationally. But Good isn't good enough.

With you maintaining our momentum and focus, our next stop will be Outstanding across the board. Inspiring colleagues with your leadership and expertise you'll ensure the best outcomes for our students and staff. You'll be experienced at leading curriculum and quality innovations that have delivered demonstrable improvements in enrolments and standards. Whilst having the ability to paint the big picture you will also have a forensic eye for detail, data and analysis. But most of all you'll be a people person with a proven track record of galvanising teams to be outstanding in everything they do.

If you'd like to explore our world, please call Caroline Jackson, Principal's PA, on 01424 458310 to arrange an informal chat with the Principal or a visit.

For more information visit www.sussexcoast.ac.uk/jobs

Closing date: Noon on 9 June 2014. Interview dates: 30 June & 1 July 2014.

We are looking for a:

SENIOR ADMINISTRATOR

SALARY: £22.5K TO £27.5K (DOE)

Greenwich, London

Responsible for the day-to-day functioning of the Lsect and FE Week office.

Roles will include: general office administration, financial administration, supervision of junior staff, assisting with the execution of events, supporting the sales executive and editorial team.

Closing date: 5pm, Wednesday, May 28

To apply email: victoria.boyle@lsect.com

For more information visit jobs.feweek.co.uk

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Learning & skills ~ events,
consultancy and training



VICE PRINCIPAL: ADULT & EMPLOYMENT PATHWAYS

Westminster Kingsway is one of London's largest, most respected and successful FE colleges. Our unique location – with four landmark sites across central London – is complemented by a diverse and stable income profile. Our reputation for innovation, high quality, and cutting-edge thinking puts us at the forefront in responding to the skills needs of adult students, employers and London Government.

This is an exceptional opportunity to join our senior management team and develop your career in a high-achieving, commercially-oriented organisation. Visible and influential across the College and beyond, you'll bring strategic and operational leadership to the work we do with both employers and adult students. Crucial to your success will be the development and expansion of an overall offer which maximises commercial revenues, attracts UK and European funding and deepens our strong relationships with local and regional partners. You'll also manage relevant curriculum areas and international provision, so an understanding of curriculum management will be a distinct advantage.

We're looking for someone whose experience and insight is matched by an exemplary professional profile. Communication, influencing and partnerships will be second nature to you, and you'll have a firm grasp of how to achieve strategic objectives by working across the organisation. Entrepreneurial, creative, and motivated by challenge, you'll relish the scope and complexity of the role – and will enable us to make the most of our considerable potential.

Please visit www.wkcvp.co.uk for more information about the role and to apply. For an informal and confidential discussion about the role, please contact our retained consultant, Shahidul Miah, on **07581 230171**.

Closing date: **noon, Monday 9 June 2014**. Committed to success through equality and diversity.

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FE Week

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Director of Faculty

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(including Uniformed Services)

Ref 13/14#24

Director of Faculty

Business, IT and Computing, Digital and Creative Media,
Initial Teacher Training, Access, HE and Travel and Tourism

Ref 13/14#25

Good benefits package with salary : £36,584 - £41,199

Full details of all College vacancies can be found on our website at www.cleveland.ac.uk or ring for details.

A College application form must be completed for all vacancies.

Closing date for applications is Friday 23 May 2014.

Interviews will be held on Monday 2 June 2014.

All applicants are subject to appropriate checks to ensure their suitability to work with vulnerable adults and children.



Call ☎ **01642 473132**
Click ➡ **www.cleveland.ac.uk**
Mail ✉ **personnel@cleveland.ac.uk**



SECTION LEADER FOR HAIR & BEAUTY

£41,439 to £43,587 per annum

We are looking for an outstanding candidate to join our multi-award winning College and lead the curriculum section towards further success.

As the Section Leader for Hair, Beauty, Complementary Therapies & Counselling, you will manage a team of committed and professional full-time and fractional staff from a variety of specialist backgrounds who work together to teach across the curriculum. Strong budgeting, interpersonal and organisational skills are essential for this challenging and exciting post. You must be an excellent teacher and have the skills to inspire, motivate and lead your team in our relentless drive to ensure high quality, sector relevant provision within our grade 1 section.

You must be able to demonstrate a clear understanding of the needs of a range of learners and how these may be met, hold a Level 3 qualification in Hair and/or Beauty, have extensive industry experience and hold a teaching and assessor qualification.

Closing date: **12 Noon on Thursday 22 May**

Interview date: **3 June 2014**

For further information visit
www.bridgwater.ac.uk
or telephone **01278 441221**



Lecturer in English for GCSE and Functional Skills

**Part time pro rata of up to
£31,628 p.a.**

Sessional £26.82 per hour

We require an enthusiastic, experienced classroom teacher to deliver English GCSE and Functional Skills to a wide range of students working on vocational programmes. This position will suit someone who is a qualified teacher with a proven track record of success in delivering English GCSE and Functional Skills.

In return we are able to offer a final salary pension scheme, generous holidays and the facilities of a College

campus set in 7 acres of green belt in a peaceful setting. The College has excellent transport links and is set in a location convenient to London and the South East and offers a large free on-site car park.

The closing date for online applications is **Friday 30 May 2014** and interviews will be held on Monday 9 June 2014.

For further information and details on how to apply please visit
www.nescot.ac.uk and follow the links for **'working at Nescot'**.

www.nescot.ac.uk

Nescot, Reigate Road, Ewell, Epsom, Surrey, KT17 3DS



NescotCollege



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Tutor – Maths Functional Skills (Casual, hourly paid)

Ref Number: Lancs01742

Salary: £22.92 per hour

Based at various locations throughout Lancashire

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Adult Skills: -Maths Functional Skills

To plan and deliver high quality, appropriate and relevant learning activities which meet group and individual needs.

Essential Qualifications

Degree or equivalent
Full teaching qualification at level 4 or 5 (or willing to qualify within three years of the start of employment)
Subject specialist diploma (English, Maths or ESOL) at level 5 within one year of appointment or within one year of completion of full teaching qualification (whichever is soonest)
Subject qualifications to relevant level, normally minimum level 3
Mandatory qualifications for teaching the subject specialism
English qualification at level 2 or above
Maths qualification at level 2 or above (within one year of appointment)

Essential Experience and Skills

Experience of teaching adults within the lifelong learning sector
Evidence of successful teaching and learning practice
Ability to design high quality learning experiences, including planning, preparing learning resources, monitoring progress and achievement
Excellent English and Maths skills
Excellent inter-personal skills
Effective administrative skills

Informal Discussion: Susan Douglass 01257 516331

Application details: Go to <http://jobs.lancashire.gov.uk>

Closing Date: 07/06/14



Some schools are excluded as commitment is on an individual basis.

Apply online at: **www.lancashire.gov.uk/vacancies**



Sunderland College

EXTERNAL VACANCY

Lecturer 1 (A-Level English Literature)

Post Ref: 5669, 22.2 hours per week, Temporary until June 2015, £22,350 - £25,137 per annum (pro rata) (dependent on qualifications)

An opportunity has arisen for a part-time, temporary (A-Level English) lecturing post in the department of Sciences & Humanities. The post offers the opportunity to be part of a successful team supporting high achievement in A-Level provision.

We are seeking to appoint an outstanding classroom practitioner in the A-Level English Literature curriculum; demonstrating innovative teaching, learning and assessment practices to ensure positive outcomes for learners and to work closely with other lecturing staff across the department to support the curriculum development and standardisation across all sixth form campuses.

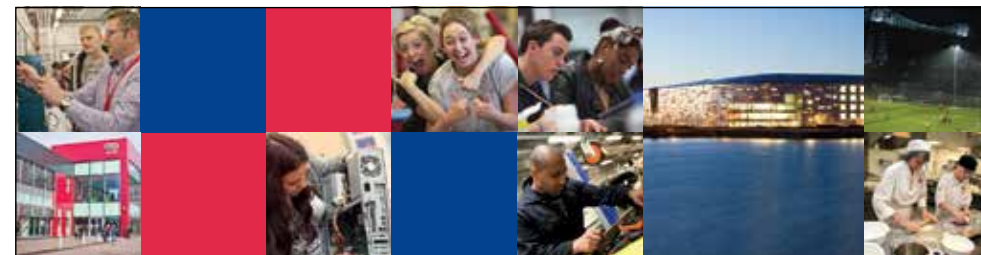
The successful applicant will have a first degree in English or related subject and possess a teaching qualification.

Applicants should be able to demonstrate, in their personal statement, practical examples of how they fulfil the person specification.

To find out more about this great opportunity visit sunderlandcollege.ac.uk/vacancies alternatively email vacancies@sunderlandcollege.ac.uk or call 0191 511 6046 to request an application pack.

All applications must be received by Thursday 29th May 2014

We are working towards equal opportunities and welcome applications from all sections of the community. We are committed to safeguarding the welfare of children and vulnerable adults.



DRIVING AMBIITION INSPIRING SUCCESS

Middlesbrough College is a thriving and buoyant institution recruiting record numbers of full-time students, achieving consistently strong examination results and gaining its reputation and profile as a major 'player' in the Teesside and beyond, raising standards and economic prospects across the region. Middlesbrough College is ambitious for its community and place inclusion and excellence at the heart of its core values. The College moved to its 'state of the art' building in 2008 and has opened a £7 million Sixth Form Centre (MC6) in 2012 and invests over £1.5 million every year in capital resources. This record of achievement is delivered by the College's most prized asset, its staff.

Further investment is planned by 2015 with a purpose built £12 million STEM Centre which will align its curriculum to the demands of local and regional industries in our region.

All appointments are subject to a satisfactory Enhanced Disclosure and Barring Service check and receipt of two satisfactory references.



Are you looking for an exciting challenge and an opportunity to work with a forward thinking College?

Middlesbrough College engages with over 12,000 students each year in the widest range of subject areas and as such is the largest provider of Further Education in the Teesside.

Lecturer in English (Functional Skills/GCSE)

Salary £23,697 - £33,801 per annum
Full-time, 37 hours per week, Permanent

Lecturer in Maths (Functional Skills/GCSE)

Salary £23,697 - £33,801 per annum
Full-time, 37 hours per week, Permanent

To apply, please visit the Job Vacancies page on the College website www.mbro.ac.uk
If you have any questions, please contact
The Human Resources Team on (01642) 333554

Closing date: Monday 26th May 2014 at 23.59pm

Middlesbrough College is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and vulnerable adults.



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Employment Related Services - We offer a suite of Level 3 and Level 4 Employment Related Services qualifications which are designed for staff who are involved in advising and supporting young people and adults into work.

Find out how we can support you today

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FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Difficulty: EASY

	7				1		8	2
5			4	9		1	7	
		3				9		4
						6	5	
6								8
	2	4						
7		6				4		
	4	5		3	2			6
2	9		5				1	

Difficulty: MEDIUM

				3	2	8		
		4	1					
3		8			7	4	5	
6		2					4	
1								7
	7					5		8
	3	6	7			1		9
					1	3		
		1	9	8				

Solutions: Next week

Last Week's solutions


Difficulty: EASY

7	8	1	3	9	2	4	6	5
6	2	3	5	4	1	7	9	8
9	4	5	7	6	8	1	2	3
4	1	2	8	5	6	9	3	7
8	6	9	2	7	3	5	4	1
3	5	7	4	1	9	6	8	2
1	9	8	6	3	7	2	5	4
5	3	6	1	2	4	8	7	9
2	7	4	9	8	5	3	1	6

Difficulty: MEDIUM

4	2	3	1	6	8	5	9	7
6	1	8	7	5	9	4	3	2
5	7	9	2	4	3	8	1	6
9	8	6	3	7	5	2	4	1
2	5	4	9	1	6	7	8	3
1	3	7	4	8	2	9	6	5
3	9	5	6	2	4	1	7	8
7	4	2	8	3	1	6	5	9
8	6	1	5	9	7	3	2	4

Spot the difference to WIN a retro FE Week mug!



Spot five differences. First correct entry wins a retro FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Huw Morris, director of skills, higher education and lifelong learning, Welsh Government. His 10-year-old daughter, Nesta (pictured), completed the puzzle on his behalf.